**Lesson Plan Format**

**“2 - Migration”**

**Teacher Candidate \_\_\_Timothy Winans\_\_\_\_ Grade Level\_\_5th grade\_\_\_\_ Date of lesson\_\_12/05/2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Learning Standards:

Standards also address Mini-Lessons and added curriculums during the day outside of this particular lesson plan.

5E1a: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as

well as context clues (the meaning of the text around a word), to

determine the meaning of specialized vocabulary and to understand the

precise meaning of grade-level-appropriate words.

5E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At

Grade 5, In addition to regular classroom reading, students read a

variety of nonfiction, such as biographies, books in many different

subject areas, magazines and periodicals, reference and technical

materials, and online information

5E2a.3: Write informational pieces with multiple paragraphs that present important

ideas or events in sequence or in chronological order; provide details and

transitions to link paragraphs; and offer a concluding paragraph that

summarizes important ideas and details.

5E2a.7: Create simple documents using a computer and employing organizational

features, such as passwords, entry and pull-down menus, word searches,

the thesaurus, and spell checks.

5SSK7: Students pose relevant questions about events they encounter in

historical documents, eyewitness accounts, oral histories, letters,

diaries, artifacts, photographs, maps, artworks, and architecture.

5E3b.3: Deliver informative presentations about an important idea, issue, or event by

the following means: frame questions to direct the investigation; establish a

controlling idea or topic; and develop the topic with simple facts, details,

examples, and explanations.

5SSK11: Students identify and interpret the multiple causes and effects of historical

events.

5E3a.2: Interpret a speaker’s verbal and nonverbal messages, purposes, and

perspectives.

5.M.1a: identify verbally and in writing the place value for each digit in

decimals through millionths;

Example: Write the number 287.426271 in words.

5.M.1m: use estimation strategies for the results of computations involving

whole numbers, fractions with denominators of 12 or less, and

decimals through millionths.

5.M.5b: select and use a graph that is appropriate for the type of data to be

Displayed.

Standard: 5Sa: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and

mathematical thinking necessary to conduct a controlled scientific

investigation.

**Unit Goal**: Students will study migration in an inter-disciplinary unit. They will be able to identify and take actions on issues relating to human migration, immigration, and or refugees and present an “oral history presentation” to another classroom as a closure to this unit. Students will discuss migration in the early United States and work towards present time immigration. They will be evaluating this new expository information by drawing conclusions and making judgments on what they have read. The overarching goal of the lesson is to get students thinking about the experience people had from migration in historical times and compare it to relationships of immigration of the present day and answer the “Why did people migrate question.”.

**Lesson Goal/ Key Knowledge and skills gained:** Students will be able to locate a variety of sources, know the difference between primary and secondary sources, and know where to locate the source information (shown by the teacher as a skill set taught). The students will gain confidence as they gather the sources and learn good note taking strategies.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have learned how to place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they can interpret time lines; they know how to correctly apply terms related to time, including *past, present, future,*

*decade, century*, and *generatio*ns; They understand how to read the latitude and longitude of maps but still need assistance on how to make maps and scale them by legends and scales (mileage). They know how to differentiate between primary and secondary sources.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to gather at least 1 sources book and 1 source (internet) but a total of 3 sources on the reason “why” people migrate, know the difference between primary and secondary sources, and take efficient/effective notes; compare and contrast their findings within a group setting after locating and writing about their sources.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will collectively chart (write down on large white paper) indicating the information that they have gathered (citing) all resources; primary or secondary identified. The will discuss amongst each other the validity of the sources and how the sources relate. Note taking will be guided and instructed and every student will have his/her own bin for research purposes (paper, web sites etc.). A rubric and checklist provided will cover the attributes of good note taking and research collectives.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Journals
* Books (a variety that I will choose as bulk)
* Computers with internet sites already tabbed (websites)
* Art work
* Model maps (one of old and one present).
* Smart board
* Chart paper and pens

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/Concept Attainment/ Direct Instruction:** This lesson plan will be an introduction phase of the Inquiry process. Students must learn to locate various sources; primary or secondary and know the difference between the two. Students but adhere to good note taking antics and in turn will absorb and learn about the reason “why” people migrate to other lands (in this lesson plan, to the U.S.). Students will make assumptions, choose their own questions and discuss amongst themselves (debate) the meaning of “why” people migrate. I will introduce concept attainment next so that the students can figure out the attributes of primary or secondary sources; students must compare and contrast examples that I give them and lastly, I will directly instruct the students on proper note taking techniques. I will model to them first and then teach specific skills.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will give the following narrative (vocally):

You have just been hired by the Nation Inquirer to write a non-fiction article for their magazine. Your article (Migration to America) will be written to explain “why” people have migrated in the past to America. What were the reasons that pushed people into leaving their own country to travel to a far away and vast land of the unknown? You must be ready to submit your typed article to the publisher at the time designated by the teacher. Your sources that you will use are visible and in front of you on the table. (pile of books) and the internet with a master linked source (log ins provided at every computer to get to the Master link to the resources).

\*\* I will role play a newspaper reporter gathering information (picking and choosing books) and writing my sources on the white board. I will ask the students (after a quick review) is this source document a primary source document or a secondary source document and then why do you think so?

I will ask what questions do you have – thus this model will lead the students to learn how to conduct research.

I will explain to the students that throughout this week, we will be learning how to conduct research by first finding the information, learning how to take notes and comprehend that information, and then how to present that information in a meaningful way.

I will have a library of chosen books and 5 computers (taped to each computer is a list of approved sites assessable through the master link that is proved at log on). I will then brief the students on what is considered good note taking practices by explaining the information below (writing it down on the whiteboard for clarification). I will let my students ask the questions as I write down the following “Good Note Taking Steps. “

* *Good note - taking is a requirement to form a good draft for your article.*

Follow this step by step guide to write a good article:

1. Decide what your article will be about.
2. Research the topic of your article.
3. Write your article using the template provided.
4. First paragraph:  In the first few sentences, answer these questions!

Who?  
What?  
When?  
Where?  
Why

1. Grab the reader's attention by using an opening sentence which is a question or something unexpected!
2. Now, give the details. It is always a good idea to include one or two quotes from people you interviewed. After the other students have written why their families have migrated, you will interview them for clearer understanding as to “why” people migrate. Write in the third person (he, she, it or they). Be objective. Use active verbs so the reader feels things are really happening!
3. Last paragraph: Round off your article. Try ending with a quote or a catchy phrase!
4. By-line: At the end, state who wrote the article; 'By ....'.
5. Decide where appropriate illustrations/pictures will be placed.
6. Proof-read your article and edit where needed.
7. Spell check your article!

To start you off I have created a template (data sheet) in which I will hand out to all of you when you start to gather your resources for note taking (attached).

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* I will use the past KWL questions generated and add onto these by the mini lessons given (listed below). The questions will grow after the mini lessons and prior to the research actually taking place; the questions will come first. I will then ask the students “how” they will go about finding the answers to their questions through research. The students will look through the books and think of any additional questions they might have.

\*\* All of the information to the ONLINE sources will be on a server that I map to each computer so that the students (when they log on) will just have to click the link provided: [www.5thgradeonlinesources.com](http://www.5thgradeonlinesources.com) each folder will list the countries in which people migrated from (or) general migration factual online eBooks provided and loaded by (I) the teacher.

* **Mini Lesson 1:**

Model choosing a topic suitable for your research – in this session, we will use migration and the purpose of migration. Then, in the top left quadrant of the first page transparency, brainstorm as many interesting questions as you can that show your curiosity about this topic.

Students’ Activity: Have students fold the handout that you give them in half and then in half again so that when they unfold the sheet there will be four equally defined quadrants. The topic is already decided (migration) they record it in the appropriate place in the top left quadrant of the front page. Then, they should brainstorm questions that they have some natural curiosity about. Allow 5 minutes for students to meet with partners to share their questions and to see if their partners can add any additional interesting questions. I will also have written on the smart board essential questions that they should think about and or add to their own knowledge base.

* **Mini Lesson 2:**

Teacher’s Model: Model narrowing down your list of questions to the 3 questions that will guide your research. Think aloud about questions that are too broad, too narrow, and just right; strike through all questions with the exception of the 3. Now, write the questions in the spaces provided on the front page of the form.

Students’ Activity: Have students go through the same process you’ve just modeled. Again, they might meet with partners to share their thinking process of eliminating the questions. Next have the students cut their forms apart on the folded lines into the four equal pieces. Pass around a stapler and have them staple the 4 pages together in the upper left corner.

As the students for their questions, I gather books, articles, encyclopedias, websites, atlases, maps, photographs, art work, diaries, journals, defined documents, posters, (if possible people/experts), music etc.

Concept Attainment on Primary and Secondary Sources: The class will be broken in half by giving 1 or 2 to each students. They will stand opposite each other and face the front of the class (desks will be moved aside to make room so that the students can stand.

I will write the name of the book (I pick) and ask the students to raise their hands if this book is a primary source or a secondary source. I will then call on the students that have it correct and ask them to explain to the class why they think this source is a primary source or secondary source. If the answer is correct, I will write it down on the white board (either under the primary source list or the secondary source list).

We will build a class definition of each on reference charts that will be on display until the unit has reached a conclusion.

* **Mini Lesson 3**

Teacher’s Model: Model how to locate the information pertinent to the questions you’ve decided upon. We will walk through several questions per day. I will model how to take the table of contents and/or the index from a book and show students how to use these features to pin-point information on the questions. I will model how to write down words and phrases (not complete sentences) alongside the bullets under the question in the correct quadrant on the form.

Students’ Activity: Have students begin to gather their information following the modeling you’ve done, recording words and phrases and then doing their free-writing. Follow this format for all three questions.

Students will gather information throughout the week on their own research and take notes for their articles that they will write.

* **Mini Lesson 4**: I will discuss maps: Students will compare and contrast modern day maps from maps of the past. I will have 2 model maps hanging up. The maps will cover a lot of ocean area and we will discuss the routes that explorers and people that have migrated to the U.S. took – also, why were these routes chosen. This mini-lesson used to demonstrate the lengths that people who migrated took to get to America.
* **Mini Lesson 5**: Physical Education – prior to specials (P.E.) we as a class will discuss dancing in the 30’s. The P.E. teacher will simulate the gym being a giant ballroom and the students will pair up to dance as they did in the 1930’s. (only if they are comfortable and absolutely no contact will be made (separate dances will be introduced to the students) – questions will be asked why dancing was so important during the great depression?

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| http://www.livinghistoryfarm.org/graphics/quote_tl.gif | http://www.livinghistoryfarm.org/graphics/spacer.gif | http://www.livinghistoryfarm.org/graphics/quote_tr.gif |
|  | Dancing |  |
| http://www.livinghistoryfarm.org/graphics/quote_bl.gif | http://www.livinghistoryfarm.org/graphics/spacer.gif | http://www.livinghistoryfarm.org/graphics/quote_br.gif |

* What does it take to start a dance party? It doesn't necessarily take money. People in the 1930s knew that the only things you needed were a few instruments, a dance floor – sometimes permanent, sometimes temporary – and a bunch of people who wanted to have a good time. The band could change. One night the band could be people playing violin, piano, and guitar. Another night the mix of instruments and people might be different. You never knew, and it didn't matter.
* Neighbors hosted barn dances, especially in the spring before the barn's haymow (or loft) was filled with the season's hay. Local musicians usually played for these events. Communities organized a little more elaborate affairs. Around Overton, several churches and other organizations built portable dance floors that were transported from town to town.
* Larger towns that were regional centers often had a ballroom. Schuyler's Oak Ballroom was built by the Works Progress Administration (WPA) in 1936, at the height of the Depression. Lawrence Welk's band played on opening night. It’s beautiful interior features local oak trees. The Pla Mor Ballroom in Lincoln opened in 1930, one of five ballrooms in the capital city. It is still open. Omaha featured the Music Box, Dreamland, and Peony Park. Omaha was a hot spot for cool jazz with national bands making appearances.

Resource used: <http://www.livinghistoryfarm.org/farminginthe30s/life_18.html>

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

A discussion will take place on the importance of primary and secondary sources (after the students have started on their note taking of their own sources).

We will (as a group discusses what was considered primary and secondary sources and why). Primary sources (vs) Secondary sources: Followed by questions (below)

* Created at the time of an event, or very soon after?
* Created after event; sometimes a long time after something happened?
* Created by someone who saw or heard an event themselves?
* Often uses primary sources as examples?
* Often one-of-a-kind, or rare?
* Expresses an opinion or an argument about a past event?
* Letters, diaries, photos and newspapers (can they all be primary sources)?
* History text books, historical movies and biographies (can they all be secondary sources)?

\*\* The conclusion of this lesson will tie into the next – I will invite an expert to speak to my students on the subject of migration and why people migrate? I will invite a present day person who has migrated and spend 30 minutes to an hour in discussion with the students – this person will act as a role model and expert to the students.

\*\* The students will work on their articles daily but it will not be for extended periods of times (to engage them with other activities). This strategy will cut down on boredom while engaging in other authentic experiences.

**Home work: None**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Miki Burns**  **Johnny Lately**  **Larry King** | Miki, Johnny and Larry are all assessed as ESL students (English as a Second Language). They have been identified due to not speaking English until they *all* started the 3rd grade (3 years of learning English for Miki considering she was held back in the 4th grade; 2 years for the other two students). They have difficulty reading and writing text and are currently between the 2nd and 3rd grade reading levels. The school is assessing whether or not to place them in a special education tag so that they will receive additional one-on-one assistance on their reading and writing abilities 2 hrs each day. | In this lesson considering there will be writing and reading, when the students are asked to read books and internet web pages (resource information) as to take notes and answer the question “why” people migrate, The teacher (possibility a substitute) offers or provides supported reading for the students (e.g. reading buddies, taped portions of the text, highlighted texts, graphic organizers for distilling text, double entry journals, read-alouds) Also, when key vocabulary is introduced, the teacher provides key word lists with simple definitions and icons or illustrations for the English language learners. |
| **Jake Cane** | Jake has been semi-blind since birth. He can see slightly (colors and shapes) and has been identified as a student who needs assistance in the classroom. He is very intelligent yet lacks proper eyesight to see clearly. | The teacher (school in this case) will make all efforts to have **Braille** reading books that deal with migration (at least 2 – if at all possible) The books take 3 weeks to arrive and were ordered by the school from <http://www.braillebookstore.com> Also, for any and all math solutions, an abacus is modified for use by blind students. The Assistant Specials Teacher has already provided instruction on the abacus in conjunction with math for the past 2 years that Jake has attended school. These Accommodations have always been made readily available to Jake and will continue throughout this lesson Unit. Jake has a person assistant as well to support him with taking the notes and records the text for him to listen to at night as part of his homework. Jake sits towards the front of the class since he is in a wheelchair and he feels more comfortable in the front so that he can hear well. |
| **Arnold Sworzinfear** | Arnold has extreme agitation, filled with tension and dread. He has panic attacks that cause him to sweat profusely and cover his ears and scream at times. He feels threatened by ghosts and usually also shivers uncontrollably when the panic attacks take over. Other symptoms are:   * Shallow breathing and hyperventilation * Shaking or trembling * Pounding heartbeat or sweating * Stomach ache, diarrhea or vomiting * Rush of adrenaline * Extreme agitation * Avoidance of situations * Crying * Anger or shame * Hives, rashes or skin problems. * Fatigue, problems falling asleep or difficulty getting back to sleep. * Loss of concentration   He has been having the panic attacks for over a year and is dealing with it much better. He is not on any medication at the moment but does need to modify his school day which was achieved 4 months ago through a 504 plan. | The teacher (I) will need to focus on Arnold and his anxiety issues. Arnold is experiencing anxiety, it is important not to yell, tease or demean him for his anxious thoughts and behaviors. Also, if you yourself (teacher) are outwardly anxious, you will feed into your child’s anxiety and perpetuate the problem. Here are some strategies for assisting Arnold to get through his day:   * Teacher (I) will educate myself on anxiety disorders: There are numerous websites and books available on childhood anxiety. * Communicate and listen: Teacher (I) will help Arnold open up about his feelings, fears and worries. I will Role play scenarios so Arnold can experience the end result of the “what if” scenario playing in their head and experience the outcome in a safe place. * Show empathy: Teacher (I) will not try to fix the problem, instead I’ll be supportive and reassuring to Arnold that everything will be okay. * Teach problem solving techniques. Children suffering from anxiety feel comfort when they believe they have some control over the situation. I will assist Arnold on problem solving techniques. * Learn relaxation techniques: One of the most effective and simplest strategies to combat anxiety is belly breathing. Belly breathing eliminates shallow chest breathing which can encourage hyperventilation. Belly breathing forces your body into a state of relaxation. Training Arnold in belly breathing can be a simple way to ward off a full fledged anxiety attack. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?